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ABSTRACT

This paper presents a history of the Hiram College (Hiram, Ohio) library from 1950 to 1995. It highlights important events and decisions made in the construction and opening of the new library building on September 7, 1995 and shows how this achievement has revitalized the spirit and optimism of everyone involved. The paper also presents the successes and failures experienced by Hiram College as an example to other small, private, liberal arts colleges, showing what can be accomplished and achieved with limited funds and with the help of loyal supporters and friends. Also included is a review of the literature on issues dealing with small, liberal arts colleges, as well as information on library building planning. Background historical information is provided for Ohio's Western Reserve, the village of Hiram, Hiram College, and its library. Appendices include: the Hiram College Mission Statement; chronological listing of principals of the Western Reserve Eclectic Institute and presidents of Hiram College; chronological listing of library directors; artist drawings of the new Hiram College library; and floor plans for the new Hiram College library. (Contains 61 references.) (Author/AEF)

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A HISTORY OF THE HIRAM COLLEGE LIBRARY FROM 1850 to 1995

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Philip W. Harbison

May, 1996

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ABSTRACT

**A HISTORY OF THE
HIRAM COLLEGE LIBRARY
FROM 1850 TO 1995**

The purposes of this paper are listed below.

(1) To provide Hiram College with an updated history of its library from 1950 to the present.

(2) To record important events and decisions made in the construction and opening of its new library building on September 7, 1995.

(3) To show how this achievement has re-vitalized the spirit and optimism of everyone involved.

(4) And to present successes and failures experienced by Hiram College as an example to other small, private, liberal arts colleges, showing what can be accomplished and achieved with limited funds and with the help of loyal supporters and friends.

Also included in Chapter II, is a review of literature on issues dealing with small, liberal arts colleges, as well as information on library building planning. Background historical information is provided for Ohio's Western Reserve, the village of Hiram, Hiram College, and its library. Extensive use of primary sources held by the Hiram College Archives represent only a small portion of the excellent sources and information available to interested researchers.

Master's Research Paper by

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DEDICATION

This paper is dedicated in
loving memory of my
parents who died in 1990

"A FEW BOOKS WELL READ,
ARE MUCH BETTER THAN MANY BOOKS
POORLY READ !"

by Burke A. Hinsdale
Hiram College President,
1870-1882

CHAPTER I

INTRODUCTION

The scene is set in the beautiful rolling hills of rural northeastern Ohio at Hiram College, Hiram, Ohio. The date is September 7, 1995. The occasion is a dedication ceremony that is attended by individuals representing the college administration, board of trustees, faculty, students, alumni, guest speakers, interested village officials and citizens, as well as supporters and friends of Hiram College. They are gathered at this ceremony to dedicate a brand new, "state-of-the-art," library building. This is an important and significant event that marks Hiram College's bold venture into the twenty-first century and its continued commitment to provide its students with the highest quality of education possible.

Strangers witnessing this event might not understand why it is so important for Hiram College, and might ask several questions such as: Why would a dedication of a new library building be such a momentous event for Hiram College? Why now in 1995, and why not earlier or later? What were the trials and tribulations of those individuals

who made a commitment to dedicate their support and hard work to bring this event about? And lastly, where has Hiram College been and where is it headed? These as well as other important questions may be answered by looking at the history of Hiram College as it relates to the history of its library and educational heritage. For without such a historical perspective it would be difficult to realize how important Hiram's educational heritage is, how it has influenced every aspect of the college, and how it has helped to guide and determine its future.

Purpose of the Study

The purposes of this paper are listed below.

(1) To provide Hiram College with an updated history of its library from 1950 to the present, the last such historical paper, a thesis, was written in 1950.[1]

(2) To record important events and decisions made in the construction and opening of its new library building.

(3) To show how this achievement has re-vitalized the spirit and optimism of everyone involved.

(4) To present successes and failures experienced by Hiram College as an example to other small, private, liberal arts colleges, showing what can be accomplished and achieved with limited funds and with the help of loyal hard working supporters and friends.

Definition of Terms

For the purposes of this paper, as well as to better understand Hiram College and its relationship to other similar institutions, the only major definitions applicable are: What is meant by the category--"small"? What is meant by the terms, "private" and "liberal arts"? Using the figures provided in The College Handbook, 1994,[2] this writer found seventeen Ohio colleges that described themselves as being small, private, liberal arts institutions. [See listing below]

SMALL OHIO PRIVATE LIBERAL ARTS COLLEGES

COLLEGE	YEAR EST.	RELIGIOUS AFFILIATION	STUDENT ENROLLMENT
Antioch	1852	None	580
Bluffton	1899	Mennonite	899
Wooster	1866	Presbyterian Ch.	1,734
Definance	1850	Un. Ch. of Christ	878
Denison U.	1831	None	1,736
Heidelberg	1850	Un. Ch. of Christ	1,169
* HIRAM *	1850	Disciples of Christ	849
Kenyon	1824	Episcopal Ch.	1,518
Lake Erie	1856	None	577
Malone	1892	Evangelical Friends	1,876
Marietta	1835	None	1,257
Mt. Union	1846	Un. Methodist	1,532
Muskingum	1837	Un. Presbyterian	1,188
Oh. Wesleyan U.	1842	Un. Methodist	1,732
Urbana U.	1850	Swedenborgian Ch.	1,000
Wilberforce U.	1856	African Meth. Epis.	586
Wilmington	1870	Quakers	1,012

[Abbreviations: EST.= Established; Un.=United; Ch.=Church; Meth.=Methodist; Epis.=Episcopal; Quakers aka. Religious Society of Friends.]

As indicated by the above listing, these institutions show a total student enrollment of 2,000 or less full time and part-time, undergraduate students. Therefore, the definition for "small" used for this paper will be an institution that has an enrollment of 2,000 and/or less full and part-time, undergraduate students. Although some of these institutions describe themselves as being universities and offer a master's program, this category is unimportant in this study, due to the low enrollment. In these cases, the size of the institutions' library and its holdings are not significantly affected, nor would this make them that much different from Hiram.

The definition of "private" used in this paper will apply to those institutions that do not receive financial support from federal, state or local taxes. Another aspect involved in this definition is the selective or restrictive admissions policies practiced by these institutions. An interesting observation made from this listing is that except for four institutions--Antioch, Denison, Lake Erie, and Marietta--all have either a formal or informal association with a religious institution. This fact will be important to remember when reading the portion of this paper that deals with the history of Hiram College and its library.

According to Webster's Third New International Dictionary, the liberal arts are:

> the studies (as language, philosophy, history, literature, abstract science) especially in a college or university that are presumed to provide chiefly general knowledge and to develop the general intellectual capacities (as reason or judgment) as opposed to professional, vocational, or technical studies.[3]

In a recently published book dealing with liberal arts colleges, author David W. Breneman uses the two part definition recommended by The Carnegie Foundation's 1987 classification of institutions of higher education. The definition of liberal arts colleges is as follows:

> Liberal Arts Colleges I: These highly selective institutions are primarily undergraduate colleges that award more than half of their of their baccalaureate degrees in arts and science fields.
>
> Liberal Arts Colleges II: These institutions are primarily undergraduate colleges that are less selective and award more than half of their degrees in liberal arts fields. This category also includes a group of colleges that award less than half of their degrees in liberal arts fields but, with fewer than 1,500 students, are too small to be considered comprehensive.[4]

However, Breneman believes that by using these two categories to define small, private, liberal arts colleges would create problems by including too many colleges to study and survey effectively. To reduce this large number

of colleges, he further narrows his definition to those colleges that "limit the number of majors to roughly twenty to twenty-four fields in the arts, humanities, languages, social sciences, and physical sciences. They rarely enroll more than 2,500 students, and most enroll between 800 and 1,800 students."[5] Breneman also feels that liberal arts colleges that have expanded their curricula to grant professional degrees in "business administration, nursing, education, engineering, health professions, and communications are simply no longer 'true' liberal arts colleges."[6] Breneman does not believe that liberal arts colleges are disappearing; he feels that they are just changing and adapting their curricula to meet the changing demands of today's educational enviroment. The unique role and problems associated with a small, private, liberal arts college will be discussed in Chapter II of this paper.

Limitations of the Study

Since this paper is a history of the Hiram College Library from 1950 to the present, its focus will be on the major events that brought about changes and the eventual building of a new facility. The information covered from 1950 to 1987 will be general in nature and will focus on actions and decisions made during that period. The most

important part of this paper will concentrate on a detailed account of the last eight years from 1987 to 1995. It is during this time that major decisions were made as to the planning, architectural design, financing, construction, and occupation of the new library.

In writing this history, it is also necessary to discuss the unique role and problems associated with small, private, liberal arts colleges to not only record experiences--successes and failures-- faced by Hiram, but to also use it as an example for and inspiration to other similar institutions.

CHAPTER II

REVIEW OF THE LITERATURE

Since the primary focus of this paper is the history of the Hiram College Library, the literature reviewed and discussed in this chapter will center around two closely related areas associated with Hiram College and the construction of its new library building. One area of literature studied will be those books and articles that deal with the unique role and problems associated with small, private, religiously affiliated colleges, like Hiram. The second area studied will be literature that deals with the planning and financing involved with the construction of a new library building.

The books and journal articles reviewed for the role and problems faced by small, private, liberal arts colleges includes literature that deals with their history, economics, and changing social atmosphere. The main sources used for the history of liberal arts colleges are: The Encyclopedia of Education, a journal article by Allan O. Pfnister and a recent book by David W. Breneman. For a more detailed and complete historical perspective, the reader should consult the works by these authors: Frederick Rudolph, George P. Schmidt, and Donald G. Tewksbury.[7]

In Chapter I, a dictionary and technical definitions of small, private, liberal arts college were presented. Such definitions are useful, but lack the necessary historical background to fully appreciate what has become a truly unique American institution--the "small, private, liberal arts college." Therefore, before beginning a discussion of the role and problems of such institutions, it will be important to briefly review their history.

Private liberal arts colleges have evolved over the two hundred years of our country's history. The early settlers that came from England brought with them a rich heritage that included religion, education, and the belief that honest hard work and dedication would improve one's station in life. Since the desire to achieve religious freedom was one of the major reasons for settling in America, various religious groups led the way in establishing education for all age levels. As a result, colleges like Harvard (established in 1636) were founded to provide the country with church, professional, and political leaders. These colleges emphasized the teaching of the "classics," philosophy, natural science, and mathematics along with religious studies. It was believed that students who graduated from these colleges would become "well-educated gentlemen" capable of local and national leadership. Toward the end of the eighteenth century, "almost all of the twenty-two established colleges were

affiliated with a religious group."[8]

The nineteenth century brought about a boom in American higher education. "More than 100 of today's private liberal arts colleges were founded between 1800 and the Civil War."[9] By using the listing of Small Ohio Private Liberal Arts Colleges (see page 3), this statement holds true for Ohio. Of the seventeen colleges listed only four--Bluffton, Wooster, Malone, and Wilminton--were established after 1860. By this time, however, most of these colleges had changed and expanded their curricula to include courses designed to provide students with a "well-rounded" education that would improve their own success. It was believed that a rigorous study of several "core" courses would help to discipline the mind. A liberal arts education was seen as an important step toward economic and political leadership. "About 25 to 30 percent of college graduates between 1800 and 1860 entered the ministry, and an approximately equal portion became lawyers or physicians."[10]

Along with an expanded curriculum, students also developed several important extracurricular activities. Among the most important of these was the establishment of literary societies that were formed to help develop debating, writing, and social skills. These societies were set up by faculty members who encouraged the purchase of books and the beginnings of a library. The strength and influence of these literary societies will be clearly

demonstrated in the early history of the development of the Hiram College Library.

According to professor Allan O. Pfnister, liberal arts colleges have faced three major challenges for their survival, the first coming during the early nineteenth century, the second appearing at the end of the nineteenth century, and the third beginning in 1970 and still continuing today. The first challenge was one of over abundance, too many colleges being founded without regard for mission or purpose. It seemed that having a college in your village or city was an important status symbol that would attract more people to your city. As a result, many liberal arts colleges did not survive this challenge. The colleges that survived did so by clarifying their mission and purpose, with that purpose and mission being to provide students with a background in several disciplines that were nonprofessional and non-technical in nature. Students desiring education in specific professional areas such as medicine or law went on to graduate universities for their masters and/or doctorate degrees.[11]

Continuing social and economic changes, along with a dramatic incease in the numbers of students seeking and demanding higher education, were amoung the significant problems faced by small, private, liberal arts colleges throughout the end of the nineteenth century as well as the end of the twentieth century. The consensus of opinion

expressed by the authors of the books and articles reviewed, suggest that the number of small, private, liberal arts colleges is declining rapidly and they may totally disappear in the near future.

Professor Pfnister believes that the increase in state, publicly supported universities along with the growth of the two-year, junior and/or "community" colleges represents the greatest (his second and third) challenges to the survival of small, private, liberal arts colleges.[12] Since the remainder of the history of small, private, liberal arts colleges is closely connected to economic and social changes occurring during the 1900s, the following literature review will focus on those concerns and problems.

Sources used for this discussion include: the above cited article by Pfnister and the book by Breneman; a book by Richard E. Anderson; a book by Alexander W. Austin; and journal articles by David W. Breneman, Bernard Murchland, Julie L. Nicklin, David Riesman, and Robert D. Stueart.[13]

Author Richard E. Anderson conducted a random sample of forty private colleges that during the early 1960s were single-sex and/or were affiliated with a religious group. These forty colleges were used because they had, by the mid-1960s, changed to become coeducational and/or had decided to de-emphasize their ties to a religious group.

The primary purpose of Anderson's study was to determine what impact either of these two change-agents had on the college's administration, mission, and social atmosphere. Before administering this survey, Anderson established two general hypotheses.

> (1) Colleges that expanded their missions increased enrollments more rapidly than those that did not. While on the other hand, colleges that did not alter their missions tended to improve on measures of academic orientation and student-faculty relations.
> (2) Colleges tended to make policy changes, such as becoming coeducational and/or becoming more secular, mainly due to decreasing financial revenues.[14]

Results of Anderson's study were predictable. Colleges that changed their missions, enlarged their curriculum, expanded their enrollments and/or became more secular did receive increases in revenue, but these increases were not at the levels they had hoped to receive. These changes, however, had a negative effect on the social atmosphere by reducing the "sense of community" and "campus morale." Despite these changes, small, private colleges continued to lose students to public, state supported colleges and universities, as well as two-year junior colleges. Suggestions and recommendations from this study to help solve the financial problems of small, private colleges include: "granting these colleges access to a public line

of credit," and increasing "tuition assistance and tax relief for middle-class families."[15] It is hoped that by providing such aid would allow these colleges to make more scholarships available to students from a lower economic class.

Alexander W. Astin and Galvin B. T. Lee conducted a far more extensive survey of more than 400 institutions that they described as being "invisible colleges." The authors define "invisible colleges" as being: private, having a student enrollment of less than 2,500, having a selective admissions policy, offering only a bachelor's degree, and often being church-related. Astin and Lee further explained their reasons for using the term "invisible colleges":

> Because the invisible college is private, it gets only limited support from the state. Because it is unknown, it suffers in the competition for federal grants. Because its financial resources are pitifully scant, it cannot make attractive offers to students needing financial support. . . . And because the invisible college is often church-related it is blocked by law from receiving public financial support.[16]

Astin and Lee agree with Anderson by recommending that public or state financial aid would be a major solution to many of the problems faced by small, private colleges. They point out that these additional funds should first, and most importantly, be used to improve the level and

quality of teaching; secondly, to subsidize enrollment expansion; and lastly, to enable these schools to provide more scholarships to minorities. However, Astin and Lee caution that these changes must be made so that "invisible colleges" would not lose their unique mission or character.[17]

Throughout this literature review, it is interesting to note that even though both of these books were published during the 1970s, they reflect the same concerns and offer some of the same solutions to the problems faced by small, private colleges as those expressed by current books and articles published twenty years later. Both Pfnister and Breneman suggest that small, private colleges must be allowed to receive public or state financial support. By saving these colleges our nation receives several important and valuable benefits. One benefit to our society is that these colleges provide educational variety and choices needed in a free society. Another benefit these colleges provide is a significant high percentage of individuals who later go on to professional careers and/or continue on in education to receive doctorate degrees.

The following quotation from David Riesman, a professor at Harvard University, seems to summarize the general opinion expressed by most of the other authors reviewed on the problems faced by small, private, liberal arts colleges.

> The superiority that I [David Riesman] believe the liberal arts college has in preparing students to be scholarly and original and to become independent-minded later on does not come about because they have studied any particular subject matter in traditional areas of learning. It does not come about . . . because they have experienced an unusual integrated program. Rather, the issue is one that goes beyond particular courses and even particular departments to the general spirit of the place. The relatively small numbers of students in the shrinking private sector are national resources-resources for the faculties of research universities and their professional schools, of corporate life, and for the intellectual life of our culture in general.[18]

Author Robert D. Stueart offers some interesting comments and suggestions concerning the specific problems faced by small, private, liberal arts college libraries. Stueart feels that the two main connecting issues facing these libraries deal with the acquisition of materials and the library's relationship with faculty and students. Librarians must try to meet increasing demands by faculty and students for more information while attempting to stay within a limited budget. It becomes important for librarians to determine if these demands can be met by adding to their collection, or by providing students with access to outside information sources. Due to the advent of new electronic technology, especially the ability to

access information via online computer networks, smaller colleges are able to provide their students with the same access to information that larger colleges provide. As a result, librarians have been able to weed out seldom used materials and replace them with more valuable research materials requested by faculty and students. In conclusion, Stueart sees these changes as beneficial to the continued growth of small college libraries, but warns that librarians must avoid trying to do too much too quickly. He feels that librarians must seek "a happy medium that defines the role of the library as it coincides with the mission of the larger liberal arts institution of which it is a part."[19]

To summarize some of the issues presented in the previous pages, it is clear that there are many diverse problems affecting the survival of small, private, liberal arts colleges. Because they are small, private, and often affiliated with a religious institution, they feel the impact of a slow economy more severely than larger private and/or public supported colleges and universities. Since the survival of these colleges are important to our nation's future, it has been suggested that they receive some type of federal or state financial support. Such a debate over public support of a private institution requires continued discussions that are more appropriately covered elsewhere.

The literature reviewed that covers the planning and financing involved with the construction of a new library building will center on books and articles written by the following authors: Aaron and Elaine Cohen, Ralph E. Ellsworth, Raymond M. Holt, David Kaser, and Keyes Dewitt Metcalf. Of these, the material presented by David Kaser will be covered in greater detail, since he served as Hiram College's library consultant.

The construction and architectural design for academic libraries has undergone many different changes over the years. One of the most important and significant changes occurred following the Second World War, during the 1950s and 1960s. Prior to these changes, libraries were constructed as museums for books and were built using building materials and techniques that reflected Greek and Roman architectural design that was popular during the 1920s and 1930s. With the help and money donated by Andrew Carnegie and the Carnegie Corporation, this classical library design became standardized and was used as a model for the construction of both public and academic libraries across the country. However, as our country's population grew, as the need for higher education expanded, and as the number of books being published increased, the disadvantages of these libraries became more and more

apparent. These libraries had not been built to accommodate all the changes taking place. Revolutionary new building designs and materials were needed that would allow librarians to make changes as they occurred without building new facilities every few years.

Such new architectural designs and concepts were first advocated and used by Angus Snead MacDonald in 1949. MacDonald and others realized that more flexible, efficient, and economically affordable library buildings could be constructed using new building materials such as steel, aluminum, and concrete along with incorporating electrical wiring, elevators, and air conditioning. MacDonald advocated what was called the "modular" architectural design to provide a building that could be changed along with changing times. This modular design called for a rectangular shaped building using steel columns at each corner and steel beams supporting the ceilings. Operational areas used for elevators and stairways were moved to the side walls. These changes, along with movable book shelves, provided open spaces that could be easily adapted and changed to meet changing demands. According to David Kaser the advantages of the modular design for libraries are:

> (1) it is readily adaptable to post-World War II library service concepts requiring that readers have direct physical access to books on open shelves, (2) it [conforms] itself readily to the profession's contemporary concern for improving the 'time and motion' efficiency of libraries, and (3) it is remarkably flexible.[20]

Due to an increased demand for higher education, an increase in college enrollment, as well as additional federal financial aid (the passage of the Higher Education Facilities Act in 1963), the 1960s proved to be the high point of academic library construction. According to several surveys conducted by Jerrold Orne, academic library building projects reached their peak during a five year period from 1967 to 1971, with 445 libraries being constructed. However, in a later study in 1976, Orne reported that academic library construction slowed down and leveled off with the total number of building projects at 647.[21]

From the 1970s to the 1990s, slow economic times, along with budgetary cut-backs, caused academic colleges and universities to re-examine their building and educational priorities. Administrative decisions shifted to concerns over energy and environmental conservation. Federal financial aid became harder to get and was almost totally unavailable for private liberal arts colleges.

However, the increase of information along with the expansion of all types of print and non-print publications caused space problems to occur. As David Kaser points out, one reason for these problems is:

> Because academic library buildings are normally planned for twenty years' growth, all of those structures built in the 1960s and 1970s either have or will reach capacity in the next few years . . . and more than 90 percent of them will have to be enlarged or replaced within the decade.[22]

Mainly due to the ever increasing construction costs, colleges and universities have been forced to consider renovation and/or expansion of an existing library over building a new facility. This renovation/expansion has become even more expensive and complicated in the 1990s, due to the passage of the federal Americans with Disabilities Act.

The architectural design and construction of a new library building are only one part of a much larger and more complex process that includes the development and implementation of a successful building plan. Experts in the field such as Keyes Dewitt Metcalf, Ralph E. Ellsworth, Raymond M. Holt, David Kaser, and others all agree that the success or failure of any building project centers around administrative support, cooperation among

all the various groups involved, and excellent planning. Although there are many different approaches and suggestions for developing a successful building plan, these experts recommend that certain fundamental and basic steps be included and followed. These major elements or project phases have been summarized and outlined by Raymond M. Holt as being:

> Phase I: Fact Finding, which includes needs assessment and an evaluation of options.
> Phase II: Planning, which includes the establishment of the building committee, the preparation of the building program, financial funding, and the selection of design professionals and the project team.
> Phase III: Architectural Development, which includes conceptual and schematic design development, and the construction documents.
> Phase IV: Interiors and Furnishings, which includes floor layouts, equipment and furniture selection.
> Phase V: Construction, which includes the selection, of construction firm and building site. Also an estimate of time and materials needed.
> Phase VI: Occupation, Orientation and Evaluation, which includes correction of problems and late additions.[23]

To make sure that each of these various steps or phases are successfully completed, it is extremely important to establish and organize an excellent building planning committee. Author Joel Clemmer recommends that a:

> two-tiered building committee be established, with one group being made up of the library director and staff along with faculty and student representatives; and a second

> group consisting of members from board of trustees, high-level administration personnel and others concerned with budget and finance.[24]

Since all these various phases are complex and difficult for most institutions to handle by themselves, experts also recommend that colleges and universities hire an expert library building consultant.

Over the past several years, the hiring of an expert library building consultant has become more and more critical for a successful building project. As a result, the Library Administration and Management Association (LAMA) has published a book listing the names, addresses, qualifications, and experience of library building consultants. Lee Brawner summarizes some of the qualifications of an effective building consultant as being: (1) an individual who has a broad range of experience with the building of a new facility, as well as renovation and/or additions to existing libraries; (2) an individual who has current knowledge of building planning or design and furnishings; (3) an individual who has "political acumen," who is able to work well with a wide variety of different people; (4) someone who has excellent interpersonal skills; and, (5) someone with the ability to document specific needs and help sell them to the various groups involved.[25]

Perhaps one of the most important roles an expert library building consultant should play is the one of advisor, helper, and aid. The experts agree with the advice offered by Ralph E. Ellsworth, that "a consultant should NOT write the building program," but should act as expert advisor and counselor providing help to the librarian and staff in the formulation of an excellent building program.[26]

In conclusion, it is important to note that there are many diverse and complex issues and problems involved in the construction of a new library. These issues include architectural design, financing, planning, occupation, and evaluation. Each step along the way to the successful completion of the project may be blocked by a number of hazards. In final analysis, success or failure of any building plan depends upon the people involved. Members of the administration, board of trustees, library staff, faculty, students, alumni, and friends must be willing to make a long-term commitment of dedication and hard work to guarantee the continued growth and improvement of their academic institution.

CHAPTER III

METHODOLOGY

The method employed in this study is historical methodology. The study is based on the accumulation of primary and secondary sources. Primary sources were identified through the archives of Hiram College. These sources include:

Annual reports by the director of the library
Reports and correspondence:
"Informal Comments on the Hiram College Library," by Evan Farber, 1973.
"Hiram College: A Self Study," a report prepared for the North Central Association, 1980.
"Report on the Status of the Hiram College Library," by the Educational Planning and Policy Committee, 1981.
"Hiram College Building Program," 1987.
"The Libraries of Hiram College," A paper read before the Alumni Association;" 23 June 1876, by Burke A. Hinsdale
Alumni Newsletter, "The Hiram Broadcaster.
Harold E. Davis, "The Single Course Plan of Instruction," Bulletin of Hiram College Vol. XXXIII, No. 12 (December 1941).
"The Campaign for Hiram College," 1993-1995.
Various issues of the college newspaper, The Advance.
Articles from the local newspaper, The Record-Courier.
Video tapes.
Informal interviews.
Hiram College Catalogues
Hiram College Yearbooks

Secondary historical sources include:

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CHAPTER IV

A HISTORY OF THE HIRAM COLLEGE LIBRARY

The First One Hundred Years from 1850 to 1950

In order to provide the reader with a better understanding and appreciation of the last forty-five year history of Hiram College and its library, it is necessary to review and high-light some of the more important events that happened, prior to 1950, that helped shape its historical heritage. Since the purpose of this paper is to focus on and detail current events, the following review is general in its content. Readers who desire a more complete and through discussion of specific events during Hiram's first one hundred years should consult the following sources that this writer has found to be invaluable information sources for this research: John H. Stein's thesis; F.M. Green's fifty- year college history; Mary Bosworth Treudey's centennial college history; The History of the Western Reserve, edited by Harriet Taylor Upton; Harlan Hather's history of the Western Reserve; a history of Portage County; as well as other important historical documents held by the Hiram College Archives.

The history of the founding of the village of Hiram and the establishment of the college are closely related, since the same group of settlers, "Free Masons," from Connecticut are responsible for both. The reasons why so many of the surrounding villages and towns in this area of Ohio, called the Western Reserve, reflect the social, economic, political, and religious influence from this area of New England are important to understand, for they helped form Hiram College's heritage.

Historical Background: The Western Reserve

Connecticut based its claim on Ohio territory from its original colonial charter granted by England's King Charles II, which included land that extended from "sea to sea." Other colonies that had similar land grants and claims to land in Ohio were New York, Massachusetts, and Virginia. During the early colonial period, few people cared, realized, or appreciated the future significance this land grant would become, they had more important problems such as building up their own homes and later fighting in the American Revolution. After the Revolution, Connecticut joined the other colonies to form a union under The Articles of Confederation. As a result of a series of land ordinances of 1784, 1785, and 1787, as well as

an effort to bring about peace and cooperation among the thirteen colonies, Connecticut, along with New York, Massachusetts, and Virginia agreed to relinquish claim (or cede) their Ohio territory to Congress and the central government.

Although Connecticut gave up its governmental and military control of its western land claims, it did not give up the right to sell a portion of its Ohio territory. This portion of land that was set aside or "reserved" for sale by Connecticut included land in Ohio that stretched south from the Lake Erie shore to the forty-first parallel, and extended 120 miles westward from Pennsylvania's western border. This land, that contains well over 3,000,000 acres, has been referred to as: "New Connecticut," "The Connecticut Reserve," "The Reserve," or "The Western Reserve." Connecticut sold all but the westernmost 500,000 acres to a group of thirty-five land speculators who had organized into The Connecticut Land Company.[27]

Settlement and westward movement, however, was delayed until hostile Indian tribes of the area either moved westward, or were eliminated. Following the defeat of the Indians at the battle of Fallen Timbers (1794), a peace treaty was signed in 1795 (The Treaty of Greenville) that opened the way for settlement of northern Ohio. As a

result, in 1796, The Connecticut Land Company sponsored Moses Cleaveland and his group to survey this land for future settlement. Settlement in the area that now includes the counties of Mahoning, Trumbull, Portage, and Summit proved to be slower than others due to difficult transportation problems such as hills and valleys, as well as the lack of passable roads running east and west. Another factor that slowed settlement was that the area was considered a "pass through" region. The name "Portage," refers to the process of carrying a canoe or boat across a hill from one river, the Cuyahoga, to another river, the Tuscarawas. It was not until 1798, that Youngstown and Canfield were founded, followed by Waren and Ravenna in 1799, Hiram in 1802, and Aurora in 1807.[28]

The Founding of the Village of Hiram

In 1802, a group of surveyors headed by Colonel David Tilden maped out land for settlement in the area of what later became Hiram Township. A year later, Elijah Mason, his two sons, a nephew, along with Elisha Hutchinson (who was married to one of Tilden's daughters) were among the first perminent settlers in Hiram. They chose the name Hiram to honor Hiram, King of ancient Troy. It was not until 1850, with an estimated population of eleven hundred, that citizens of Hiram decided that building a school for

higher education was needed.[29]

Most of these early emigrants were not only "Free Masons," but were also members of a unique religious group known as "Disciples of Christ," or more popularly called the "Christian Church." The Disciples trace their heritage back to a combination of two groups: one made up of the followers of Thomas and Alexander Campbell (or "Campbellites"); and another group who were followers of a minister from Kentucky named Barton W. Stone (or "Christians"). In 1840 Alexander Campbell helped found Bethany College in Virginia. According to Dr. Knepper,

> The Disciples were considered to be radical, yet they won many converts from the Methodists, Presbyterians, and Baptists. They claimed ninety Ohio churches by mid-century, organized Hiram College (1850), and continued to thrive in Ohio.[30]

The major religious differences that separated the Disciples from other Protestant denominations were: their desire to return to earlier, simpler services; concentration on central religious truths held by all Christians; and a re-emphasis of adult, full immersion baptism.

Early College History

By 1850, land had been purchased and one large brick building ("Old Main") had been built to house school rooms and students. The school was named the Western Reserve Eclectic Institute, and was opened with Amos Sutton Hayden as its first principal and with eighty-four students enrolled. The Institute was also established as a profit, joint-stock corporation, with the legal owners being the stock owners. Originally, the Institute was more like a religious academy that included students who ranged in age from elementary grades to young adults. Following the earlier example set by Oberlin College, the Institute permitted and encouraged the enrollment of women. The next year, one hundred forty-seven students, both male and female, were enrolled, with the most famous of these students being James A. Garfield. Enrollment reached a peak of 529 students during the 1852-1853 school year, a number which would not be equalled until after World War II. The teaching faculty included Amos Sutton Hayden, Thomas Munnell, Miss Almeda A. Booth, Norman Dunshee, as well as Mrs. Phebe M. Drake who served as the Principal of the Primary Department. In 1857, James A. Garfield, acting principal at the time, eliminated the Primary Department as a part of the Institute.[31]

For the next ten years, enrollment, teaching, and courses taught changed with the introduction and emphasis on more secular subjects over religious training and education. The trustees obtained a state charter that allowed a previously incorporated "seminary of learning," to become a non-profit, private college of higher learning. These changes also brought about a change in name of the school to Hiram College. "It was not until Burke A. Hinsdale was elected as 'permanent president' in 1870, that the process of building an 'honest' college was begun."[32]

Library History Prior to 1900

With the establishment of a curriculum that contained a variety of subjects, also came the demand and need for books. One of the more unique aspects of these early times was the formation of extracurricular organizations such as literary societies. Students who joined these societies paid dues and fees (about twenty-five cents each) to purchase books and the establishment of their own libraries. Soon these societies were competing to see which one could build up the largest and most impressive library. As for the college, a small collection of books was housed in a locked bookcase that was located in the church's chapel. These books were the private property of the President

and not available for use by anyone else.[33]

To present an accurate picture of the conditions and provisions of a "library" during these early years, it is important to include remarks, made in 1876, by Hiram College President, Burke A. Hinsdale, during ceremonies honoring twenty-five years of Hiram's history.

> The first term that I [Burke A. Hinsdale] spent in Hiram was the winter 1853-4. At that time there was no library of any sort or kind in Hiram. There was a library room, the one now so known but no Library. . . .
>
> In 1854-5 members dedicated a library that had seventy-five volumes that were stored in a book case, that stood in the south-west corner of the room then called the Lower Chapel. And there they stood for several years. . . .
>
> The first catalogue sent out by the Eclectic Institute contains this announcement: "The trustees contemplate the adoption of measures as early as possible for procuring a Library." . . .
>
> As the last counting, there were 2,528 volumes in the various [literary society] Libraries.[34]

Throughout the following years until 1900, the students and faculty of Hiram College had to struggle with the many problems that were caused by trying to deal with at least five different literary societies and their libraries. Although Hiram could boast of a large collection of books that was equal to or better than other small Ohio colleges, student access to these books proved to be extremly

difficult due to numerious restrictions. Some of the barriers to student access included: no central catalogue or system of arrangement of books; books owned by one society were not available for use by students from other societies; and only seniors and graduate students were allowed to borrow books on loan, with the length of the loan determinted by the number of pages of the book, not to exceed five weeks.[35]

Due to the nation-wide interest and publicity that Hiram College received during the 1880s when James A. Garfield became U.S. President, student enrollment along with financial donations increased. This additional money helped make it possible for the board of trustees and college president, Ely Vaughn Zollars, to undertake a five-year plan that included an expansion of the curriculum and completion of a building program. The new curriculum included: a new business department; an expanded music department; and a four-year, junior college level, literature course that were all added to the four courses the college already offered of law, medicine, education, and religion. Construction of new buildings included: Miller Hall, a men's dormitory; Independence Hall, a separate residence for ministerial students; the Crhistian Association; and, finally, in 1901, The Teachout-Cooley Library.[36]

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Library History 1900 to 1950

The need for the building of this new library was caused by an increase in the number of books to about six thousand volumes, along with becoming a repository for U.S. Government documents. [Today, Hiram College and Kent State University are the only two libraries in this area of Ohio that are repositories for U.S. Government documents.] Another factor that also created a need for a library was the fact that the five different literary societies agreed to house their books together in one place. However, these collections would remain separated until 1928, when the literary societies were disbanded and were replaced by fraternities and sororities at Hiram. Perhaps more importantly, Hiram received a large financial donation from Abram Teachout, a prominent Cleveland lumber merchant, for the express purpose of building a library. Along with this donation was another donation by Lathrop Cooley that consisted of an observatory and telescope. To help fill up the empty shelves of the new library, an additional $1,100 was contributed for buying books.[37]

In 1895, Miss Emma O. Ryder was appointed as the first full-time, "joint" librarian. It is due to her work that books shelved separately by literary society lost their identity and were all shelved together. She was credited

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with establishment of the Dewey Decimal system to catalogue the library's collection, along with setting up the organization of a library staff, and the beginnings of "modern" library operations for the college. It was said that when she became library director that she had "found a collection of unsystematized volumes, and left a fully organized library with the Dewey system installed."[38] Miss Ryder served until 1912, when she was replaced by Miss Jessie J. Smith.

With the change of the century, many changes in the college administration, curriculum, library operations, faculty, and students occurred. Hiram College President Miner Lee Bates initiated a six-year growth plan that doubled student enrollment, donations, and the endowment fund. Although President Bates has been credited for making numerous significant contributions to the financial and academic health of Hiram, Mary Bosworth Treudley believes that his appointment of Jessie J. Smith as librarian to be his most important achievement.[39]

During her thirty-one years as librarian, Miss Smith became: an innovator of new library techniques and training; an advocate for library funding from the college's budget; a leading force in the establishment of a long-term book purchasing program; and an architectural consultant for

the rebuilding of the library after the fire of 1939. John H. Stein feels that Miss Smith's most valuable contribution to the library and its operation was the student training program she designed and instituted. This library training course consisted of one class hour and two hours of supervised work per week for one school year.[40] Although this course was not required and students received no credit for it, Miss Smith had so many volunteers that she had to choose only the top ten best students to serve as library aids. Besides her work at Hiram, Miss Smith has been credited for founding the Portage County Library, as well as helping to reorganize libraries at Heidelberg and Denison Colleges. During Hiram's centennial celebration, Miss Smith was awarded the Alumni Award for Distinguished Service for:

> her initiative and leadership in firmly establishing a modern, fully equipped library, [as well as] her invaluable advice and cooperation in remodeling the original library building [after the fire of 1939] into a structure of exceptional utility and attractiveness.[41]

Miss Smith died at the age of 93 in 1964 and left, as a provision of her will, a donation of her land to be used as a future site for a new library building.

The thirty-one years of Jessie Smith's tenure was dominated by a series of disasters that included The Great Depression; a devastating fire, in 1939, that destroyed most of the original library; and World War II. Fortunately, in 1923, thanks to another financial gift from the Teachout family, a new addition of a separate, fireproof building was constructed to the south of the original building. Although most of the books in the original building were destroyed by the fire, library materials stored in this new building were saved. After the fire, Miss Smith estimated that:

> Most of the fine art books were completely destroyed by the fire, but eighty percent of the losses are being replaced by identical or newer editions. . . The library contains about 37,000 volumes, and 800 dollars worth of periodicals are taken each year; about 1,000 new books are added each year also.[42]

Remarkably, rebuilding and replacing library materials took about two years to complete. The Cooley observatory, undamaged in the fire, was moved to another location.

Despite all these disasters, administration officials, members of the board of trustees, faculty, students, alumni, and friends of Hiram maintained optimism that much better times were ahead in the future. An important part of this optimism came from the success of the adoption and

implementation of a new, innovative "Intensive Study Plan," or "Single Course Plan of Instruction," in 1937. In an effort to provide the best possible higher education for the few students enrolled during the 1940s, college officials, under the leadership of President Kenneth Irving Brown, developed this program as a replacement for the traditional college curriculum. This plan divided the academic year into four quarters of nine weeks each. In each quarter, a student would "intensively" study one subject, for which the student received six semester hours of credit. In addition to this one "intensive study" course, a student also attended a required "continuing or running" course (such as a freshman remedial reading course) that met for one hour, three time a week throughout the year, for which the student received three hours of credit.[43] This unique plan, with some revisions over the years, remained a part of Hiram's curriculum until the 1960s.

The "Intensive Study Plan" had an interesting and significant effect upon the library and its operations. Miss Smith highly supported the plan and favored some of its advantages for students and their use of the library. It allowed students more time for research and study, it helped elimated a last-minute rush for completion of term

papers, and provided the librarian and her staff with additional time that they could devote to their duties, as well as giving them more time to help service faculty and students needs. Another important aspect of this plan is reflected by the annual library reports from 1942 to 1945, that show a surprising stability in the number of books and periodicals received, circulation, and attendance in the library (see summary list below).[44]

	1942-43	1943-44	1944-45
Total books rec.	1,349	1,024	1,017
Total book circ.	9,091	8,343	9,392
Total period. circ.	4,657	4,724	5,522
Total attendance	12,959	9,901	13,959

By the end of the war, enrollment began to increase with the addition of about 200 students in one year, 1945 to 1946. The major reason for this increase, as well as others during the 1950s, was due to the passage of federal aid, "The G.I. Bill of Rights," that provided federal subsidies to war veterans for college. As a result, earlier financial problems were solved by an increase in revenue to a point that showed the college operating at a profit. In anticipation of higher enrollments, the administration embarked on a building expansion plan. Part of this plan included another addition to the south side of the library,

which was once again financed from funds donated by the Teachout Foundation.[45]

Library History from 1950 to 1995

Feelings of great optimism and high expectations filled the crowd of people assembled to mark the completion of Hiram's year-long centennial celebrations with the June 1950 commencement. The future looked promising: The previous year of 1949 marked the largest graduating class in Hiram's history, with an over-all total of 150 graduates; and this year's total of 145 represented the second largest in history (up to 1950). The "Intensive Study Plan" with a few changes was proving a success.

Library acquisitions increased with additional books, periodicals, government documents, and numerous other "materials of communication." Demands for audio-visual materials such as movie projectors, record players, audio tape players, radios, and televisions led the library director, Ruth Whitcomb Freeman, to request additional space in the library. It is clear from library correspondence that services provided by the library were changing and expanding into new and different areas. Mrs. Freeman considered the establishment of better communication and cooperation between the library staff and faculty, along with greater student involvement, to be her main objectives. She expanded the amount of open stacks for

more student access; she drew up library handbooks for both students and faculty; and worked closely with student members of the Library Committee.[46] The additional space that she requested did not take place until after her retirement in 1958.

Although additional space had been provided by moving the ever-growing number of periodicals to one location in the basement, along with weeding out many old unused volumes, library acquisitions continued to demand more space. By 1960, the book collection had grown to more than 80,000 volumes; over 500 new periodical titles were added, and U.S. Government documents totaled about 50,000. The administration once again changed the curriculum by adopting a revised "Hiram Study Plan," that replaced the "Intensive Study Plan." Known as the "3-3 Study Plan," the school year was divided into three quarters with three courses in each quarter, and a fourth summer quarter was optional. The Annual Library Report, submitted by Thelma R. Bumbaugh, noted "a definite pattern of more intensive use of [library] resources," by the students, along with a "43 percent increase," in the circulation of social science books, "while history book circulation more than doubled for the same period."[47]

During this time the college, under the direction of President Paul F. Sharp, conducted a ten-year six million dollar capital expansion program for construction of new buildings. The Alumni Newsletter, "From Hiram College," quoted President Sharp's statements in 1963:

> Our enrollment has increased from 543 students five years ago to 835 at the present time. With an anticipated enrollment of 1,380 by 1970, one of our most pressing needs has been to expand our library facilities.[48]

In addition to money received from this campaign, the college received an anonymous gift of $350,000 which was used, along with another substantial gift by Mr. and Mrs. Harley C. Price, to construct a new three-story annex attached to the original library. As a result, the library's name was changed to "The Teachout-Price Memorial Library." This addition became the fourth, and last addition to the original library. The addition of 22,000 square feet of space more than doubled the space in the original building, and provided stack space for 60,000 new volumes.[49] It is important to remember that the administration, along with library officials, only considered building an addition to an older facility, and did not feel that an entirely new building should be constructed. Later this would prove to be a significant mistake that future planners would not repeat.

The remarks made by President Sharp proved to be very prophetic as the 1971-1972 college catalogue noted that "The student-faculty ratio at Hiram is approximately 13 to 1, with about 1,200 students (divided almost equally between men and women) and 95 faculty."[50] These figures represent the highest total enrollment in Hiram's history, which includes the class of 1995-1996. With this increase in enrollment, along with a library collection of near 13,900 volumes, as well as the addition of the Dray Computer Center housed in the library's basement, the 1963 addition to the library was becoming overcrowded.

Librarian Bumbaugh summarized the problems of providing space for a rapidly expanding collection in a report she made in 1970. Some of the more important points of this report are:

> Projected growth:
> 1. Total available space would provide for approximately 13,900 volumes.
>   a. At average rate of acquisition over last three years (5,400 volumes), the space will last 2.6 years.
>   b. At rate of acquisition of last year, 1969-1970, (5,600 volumes), space will last 2.5 years.
>   c. At rate of acquisition of requested 1970-71 budget (8,608 volumes), the space will last 1.6 years.[51]

The decade of the 1970s was not only a period of great change and student unrest, it also brought about a significant shift in personal attitude expressed by administration officials, library personnel, and students. Toward the end of the decade enrollment declined, which, in turn, caused decreased college revenue and budgetary cuts throughout the college. As a result, the high spirit of optimism, expressed in the 1960s, was replaced by pessimistic concerns as to the future survival of Hiram College. Despite the continuing growth of the library's collection, to about 147,487 volumes in 1979, the library's budget was not increased, thereby preventing the library director and her staff of any way to provide adequate space and services for faculty and students. In addition to these problems, the librarian, Barbara J. Snead, reported an interesting change in library procedures with the following statement: "Changes in library procedures during the last two years [1977-1979] have included reinstituting a guard at the door in an effort to stop the loss of books, periodicals, etc."[52]

As Hiram College entered the 1980s, college officials along with library personnel began to realize and express their concerns over the growing problems and deteriorating condition of the library. From 1973 to 1985 there were

five different evaluations and reports that attempted to describe library conditions. Since these reports are lengthy and contain material that is repetitive, only the following brief listing, from the Hiram College Building Program of 1987, will be included in this paper.

"Informal Comments on the Hiram College Library," by Evan Farber, during the spring of 1973.

"Report of a Visit to Hiram College, April 21-23, 1980," made for the Commission on Instructions of Higher Education of the North Central Association of Colleges and Schools. Also a report prepared by the library's staff, "Hiram College: A Self Study."

"Report on the Status of the Hiram College Library," presented by the Library Subcommittee of the Educational Planning and Policy Committee, December, 1981.

"Program for the Library, Hiram College, Year 2000+," by Library Director, Barbara J. Snead, 1983.

A preliminary rough draft of "Hiram College Library Building Program," submitted by Library Director, Gorman L. Duffett, 1985.

"Hiram College Library Building Program," a revision of the 1985 rough draft, submitted by Gorman L. Duffett, 1987.[53]

After reviewing contents and recommendations made in these reports, as well as gathering comments from students, faculty, library personnel, administrators, and others, Mr. Duffett and his staff were able to compile and summarize at least thirteen reoccurring concerns and problems that existed in the Teachout-Price Library. Some of these included: insufficient capacity; lack of adequate temperature and humidity controls, due to no air conditioning and an old furnace; poor lighting; no provisions for new electrical wiring for computers; a confusing layout that included six different levels, resulting in the separation of materials; inflexible shelving; no elevators with access to the different levels only by narrow stairways, and no accommodations for the handicapped; and, finally, poor emergency and regular exit control. Students and staff members even reported the presence of mice and chipmunks running through the basement stacks. The Library Building Program also included two quotations from the North Central Accreditation report that reflect an obvious conclusion: "The team concluded that the library is in need of immediate and serious attention," and, "The library is not of the quality of the rest of the institution."[54]

The Comprehensive Campaign for Hiram College Begins

The "Comprehensive Campaign for Hiram College," which was publicly announced on May 14, 1993, was only one phase of the much larger and more extensive six-year development and building plan that began in 1987. As previously noted in Chapter II of this paper, the process involved with the planning, financing, construction, and moving into any new building, especially a library, requires years of dedication, commitment, and hard work by all those involved. After reviewing the literature on successful library planning, Hiram officials adopted and followed the basic steps outlined by Raymond M. Holt (see page 22), Ralph E. Ellsworth, and others. Hiram officials established various committees; hired an expert library consultant, David Kaser; and selected architectural and construction firms.

Throughout the discussions and committee meetings, a consensus of opinion was quickly reached that renovation and/or remodeling Teachout-Price Library was not only totally unrealistic, but also would actually cost more than a new, state-of-the art building. One of the sources used by Mr. Duffett to support this decision is an article by Ralph E. Ellsworth in 1982. In this article, Ellsworth presents a list of ten "conditions that make it

inadvisable to remodel a library."[55] Mr. Duffett noted that the Teachout-Price Library "failed the grade, on eight of the ten conditions."[56] Another aspect that profoundly influenced this decision was that the college needed to begin addressing issues dealing with compliance with the federal Americans with Disabilities Act, that requires institutions to build handicapped accessible facilities.

The major part of the Library Building Program listed more than twenty items that members of the library committee recommended should be included in the plans for the new library. Some of the most important are listed below.

(1) Planning that should accommodate library needs for the next twenty years.

(2) An interior design that would provide flexible space, and insure the ability to change as needs change. Use of the modular design.

(3) Fluorescent lighting throughout the building.

(4) Stable heating and air conditioning, as well as humidity control that met library requirements and standards.

(5) Ample electrical, phone and computer wiring and outlets.

(6) Soundproof walls and ceilings, as well as carpeting on the floors.

(7) Floor planning that would allow easy movement between areas.

(8) Instillation of ramps, elevators, rest rooms, and facilities to accommodate the handicapped.

(9) Large and small rooms for meetings, classes, and group study, as well as individual study carrels.

(10) A separate area for processing and cataloging of library materials.

(11) Separate areas for government documents, a media center, and music library.

(12) Reference area with public access computer terminals.

(13) Separate, environmentally controlled rooms for special collections and archives.[57]

After considerable discussion and review, the library committee estimated the final costs for construction of a new building to be $7.1 million.

By October of 1991, findings of the overall feasibility study indicated the ability to revise and reduce an initial estimated fund-raining goal of $59.6 million to a more

realistic and obtainable goal of $30 million, with $7.1 million allocated for a new library. A two-phase fund-raising campaign was established with the first, or "quiet phase," conducted from 1990-1993, and a second, public nation-wide campaign from 1993-1996. A report issued by the Development and Fund-Raising Committee during 1992-1993 summarized goals and objectives as follows:

> Goal: Attain at least $15 million campaign commitments by May 1993, in order to publicly announce Hiram's "Comprehensive Campaign," at the May meeting of the Board of Trustees.
>
> Objective: Attain at least $6 million of signed commitments for the library by April 30, 1993.
>
> Objective: Attain a lead gift of $3.5 million, or equivalent, for the science/chemistry building by May 1993.
>
> Objective: Raise $700,000 in private gifts for Bowler Hall renovation by May 1993.
>
> Objective: Raise $1.2 million of unrestricted annual support for the operating needs of the 1992-93 budget.
>
> Objective: Raise at least $100,000 for the Knight Foundation challenge by December 1992.[58]

Sylvia Yankey, Vice President for Development, summarized these goals and objectives as:

> striking a good balance between facilities, endowment and current programs. Approximately 52% of the $30.8 million goal will be in support of facilities and equipment, with 48% designated for endowment and current support of the academic programs and operations.[59]

As a result of the successful first, "quiet phase," of the "Comprehensive Campaign," officials were able to publicly announce the beginning of the second nation-wide fund-raising campaign on May 14, 1993. By this date, fund-raising was so successful that officials could announce, "that the campaign was now in full swing with over half of the $30.8 million goal already committed."[60] The campaign was given the official theme of: "**REMEMBER, REAFFIRM, AND REINVEST.**"[61] The architectural firm of Perry Dean Rogers and Partners, out of Boston, was hired, along with the Canton-based Hammond Construction Company to design and build the new library. The new library would consist of a five-level main building and an attached two-level building housing technical services, a reading/meeting room, and rooms for the special collections and archives. The main five-level building would contain about 42,000 square feet of space which could accommodate about 280,000 volumes and seating for 250 students.[62]

Between 1993 and 1994, Hiram College received two major grants that helped reduce the funds needed to meet the $7.1 million goal. The National Endowment for the Humanities provided a "$400,000 challenge grant, with half going for construction and half to purchase and endow library acquisitions in the humanities."[63] The second grant came from the $600,000 Kresge Foundation of Troy, Michigan. To receive this grant, the college had to have 60 to 70% of funding for the library committed by the end of 1993. By November of 1993, Hiram had received about $5.5 million in commitments, which meant it had met requirements necessary to receive these grants.[64]

The New Library Opens

On April 20, 1994, a group of about 400 individuals, representing members of the board of trustees, administration, library staff, faculty, students, alumni, and friends, gathered to conduct ground breaking ceremonies to begin construction of the new library. During two weeks in July of 1995, a crew of sixteen students, along with hired members of a company in Indiana that specializes in library moves, moved library materials and furniture into the new building. On September 7, 1995, dedication ceremonies officially opened Hiram College's new library.

Hiram College's new library not only represents a commitment to its future, but also preserves and honors its past. Part of its architectural design includes an exterior of brick that resembles other surrounding buildings on campus. The addition of a clock tower at the top of the main building contains the restored, original clock that was once part of the "Old Main" building that was torn down and replaced by Hinsdale Hall in the 1960s. Members of the various levels of the college have also included a time capsule containing historical documents and memorabilia to be opened fifty years in the future.

According to Library Director, Patricia Lyons Basu, the library continues to add an average of 3,000 new titles each year, and is hoping to have records automated and placed on a computer online catalog by the end of 1996. At the writing of this paper, several adjustments and changes are still being made in the new library. However, this writer, as well as all those involved, is convinced that these problems will be solved, and will result in an excellent library facility that will benefit Hiram College for years to come.

CHAPTER V

CONCLUSION

Throughout this paper, the history of Hiram College and its library has been presented as a series of events, along with accounts of contributions made by famous and influential people. It has been noted that there has been a continuing, over-riding feeling or attitude present among individuals who represent all aspects and levels of college life. This attitude has been an on-going dedication to maintain the excellent academic standing and prestige that Hiram College enjoys. This attitude seems to be its strongest during difficult and trying times when the future survival of the school has been threatened. Fear of failure, fear to try new and innovative programs has never proven to be a deterrent to individuals at Hiram College. Although some may be concerned that today's problems seem to be insurmountable, they can look back at Hiram's past and find periods when individuals overcame situations that were much worse with this positive and optimistic attitude.

Before starting this paper, I had little if any contact or knowledge of Hiram College. Four years earlier, I had an opportunity to use their archives and meet Joanne Sawyer,

their archivist. At that time, the old Teachout-Price Library was still being used. The atmosphere on campus then was very positive and opitimistic as everyone looked forward to the construction of a new building. Now in 1996, this same attitude continues with the prospects of an even brighter future ahead.

APPENDIX A

Hiram College Mission Statement

THE MISSION OF HIRAM COLLEGE

The report of the Hiram College Planning Commission which was approved by the Board of Trustees at its meeting on October 12, 1990, contained the following statement of mission:

"Our mission at Hiram College is to enable students of all ages to develop as intellectually alive, socially responsible, ethical citizens ready for leadership and for continuous personal and professional growth.

To this end the College is committed:

1. To fostering a rigorous and demanding intellectual environment with an able, carefully selected student body and a strong, dedicated faculty;
2. To maintaining a creative and value-based curriculum;
3. To maintaining a mentoring community which integrates academic life with the total campus experience; fosters mutual regard and shared responsibility among students, faculty, staff, and village residents; and honors our historical traditions and environment."

This restatement of the College's mission was developed on the basis of an earlier text approved by the faculty and Trustees on June 1, 1985 which was based on a statement by James A. Garfield who served as principal of Hiram College (1857-1860) and later as the 20th President of the United States.

"Tell me, Burke, do you not feel a spirit stirring within you that longs to know — to do and to dare — to hold converse with the great world of thought and hold before you some high and noble object to which the vigor of your mind and the strength of your arm may be given?"

From a letter dated January 15, 1857, from James A. Garfield, principal of Hiram College (1857-1860) and later twentieth President of the United States, to Burke A. Hinsdale, his student and later president of Hiram College (1870-1882).

[Photocopied from The Hiram College Catalog, 1995-1996, 4.]

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APPENDIX B

A Chronological Listing of Principals of The Western Reserve Eclectic Institute and Presidents of Hiram College

Principals of The Western Reserve Eclectic Institute

NAME	DATES SERVED
Amos Sutton Hayden	1850-1856
James A. Garfield	1857-1863
Harvey W. Everest	1863-1864
C. W. Heywood	1864-1865
Adoniram J. Thomson	1865-1866
John M. Atwater	1866-1867

Presidents of Hiram College

Silas E. Shepard	1867-1868
John M. Atwater	1868-1870
Burke A. Hinsdale	1870-1882
George H. Laughlin	1883-1887
Colman Bancroft	1887-1888
Ely Vaughn Zollars	1888-1902
James A. Beattie	1902-1903
E. B. Wakefield	1903-1905
C. C. Rowlison	1905-1907
Miner Lee Bates	1907-1930
Kenneth I. Brown	1930-1940
Paul F. Sharp	1957-1964
James N. Primm	(acting 1964-1965)
Wendell G. Johnson	1965-1966
Elmer Jagow	1966-1985
Russell Aiuto	1985-1988
James Rinehart	(acting 1988-1989)
G. Benjamin Oliver	1989-present

APPENDIX C

A Chronological Listing of Library Directors

NAME	DATES SERVED
Emma O. Ryder	1901-1912
Jessie J. Smith	1912-1944
Ruth Whitcomb Freeman	1944-1958
Thelma R. Bumbaugh	1959-1979
Barbara J. Snead	1980-1984
Gorman J. Duffett	1984-1992
Patricia Lyons Basu	1992-present

APPENDIX D

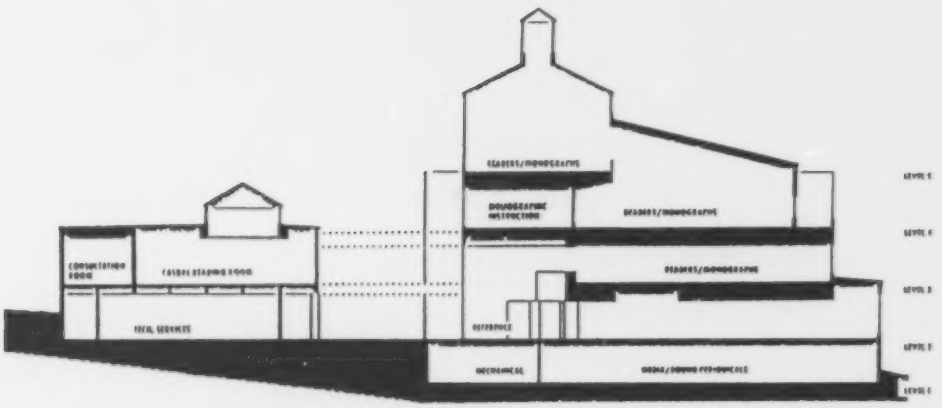
Artist Drawing of the New
Hiram College Library, Exterior

Hiram College Library, Main Entrance

Hiram College Library, Reading Garden

APPENDIX D

Artist Drawing of the New Hiram College Library, Interior

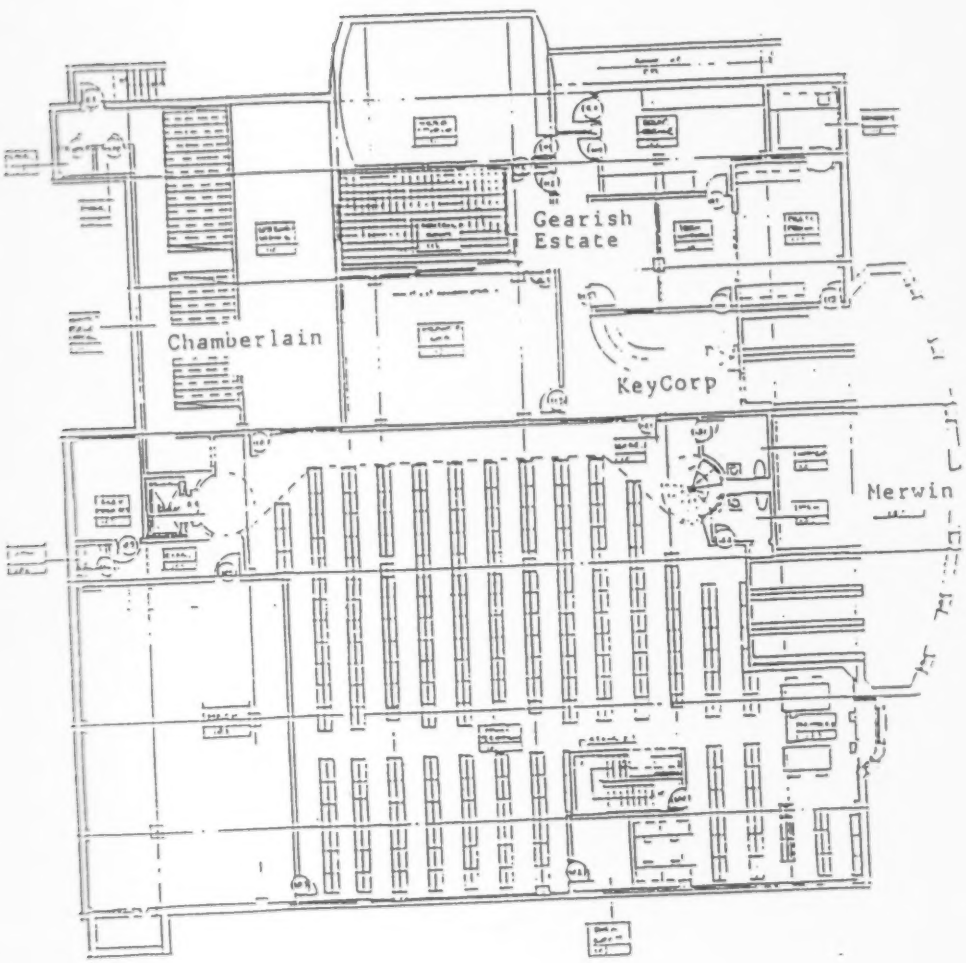


This cross-section of the new Hiram library shows the five level main building and two level pavilion totaling 42,050 square feet.

[Photocopied from "The Campaign for Hiram College, A Development Newsletter for Alumni and Friends," February 1994, 1.

APPENDIX E

Floor Plans for the New
Hiram College Library
Ground Level



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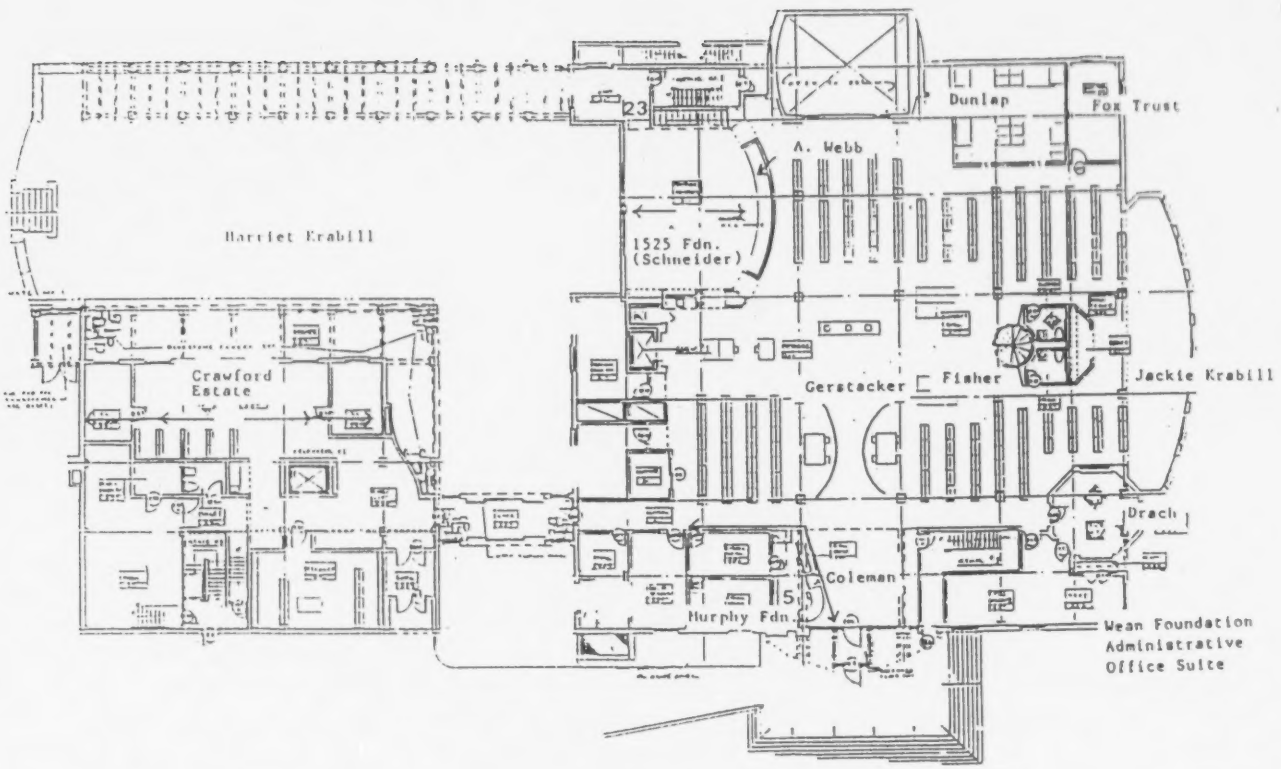
APPENDIX E

Floor Plans for the New
Hiram College Library
Main Level



MAIN LEVEL

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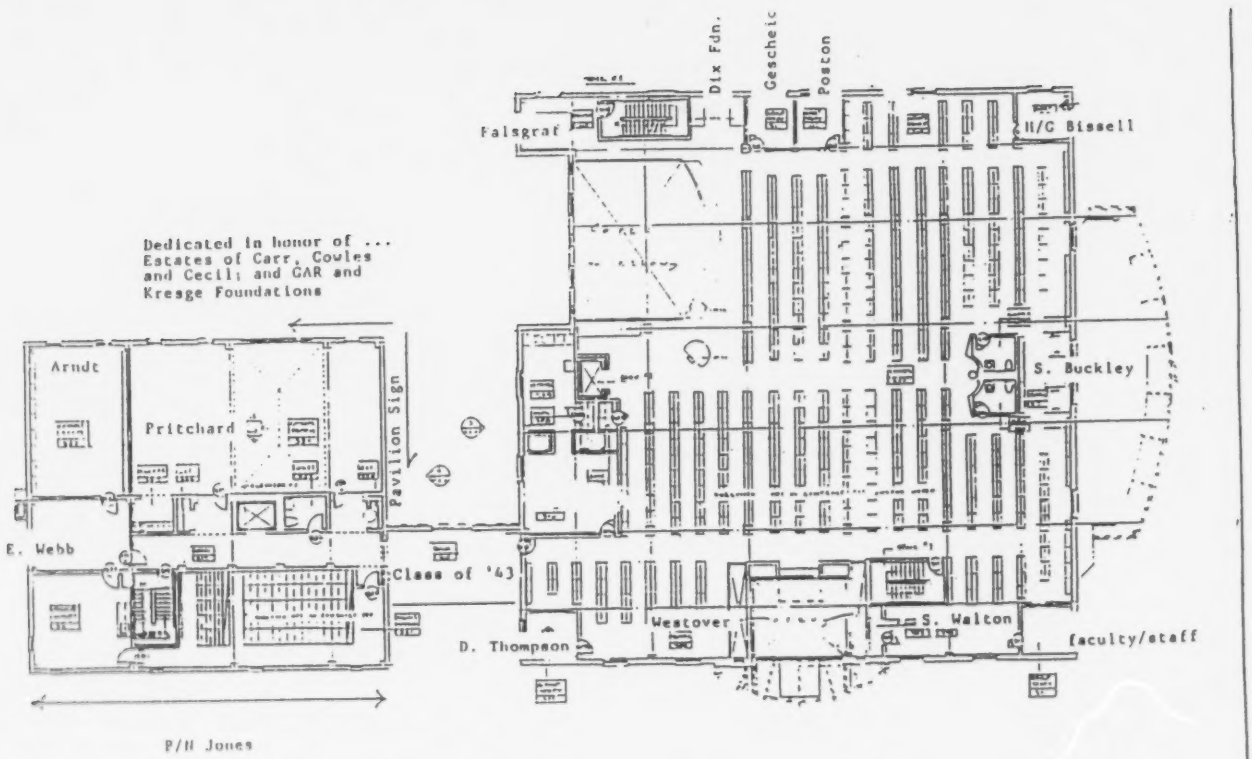
APPENDIX E

Floor Plans for the New
Hiram College Library
Level Two



LEVEL TWO

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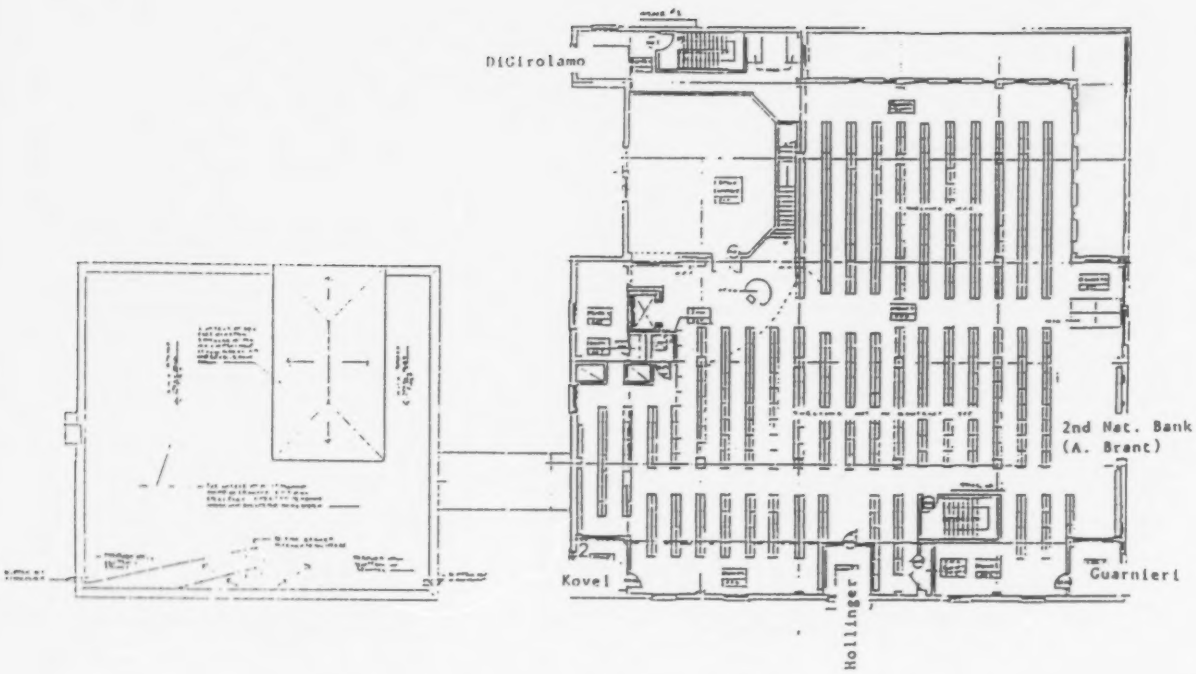
APPENDIX E

Froor Plans for the New
Hiram College Library
Level Three



LEVEL THREE

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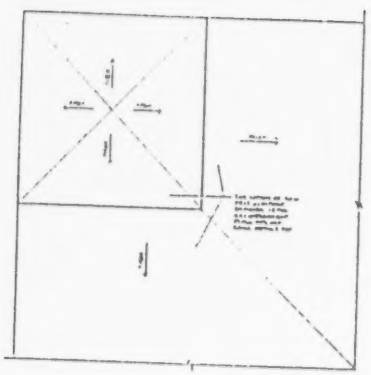
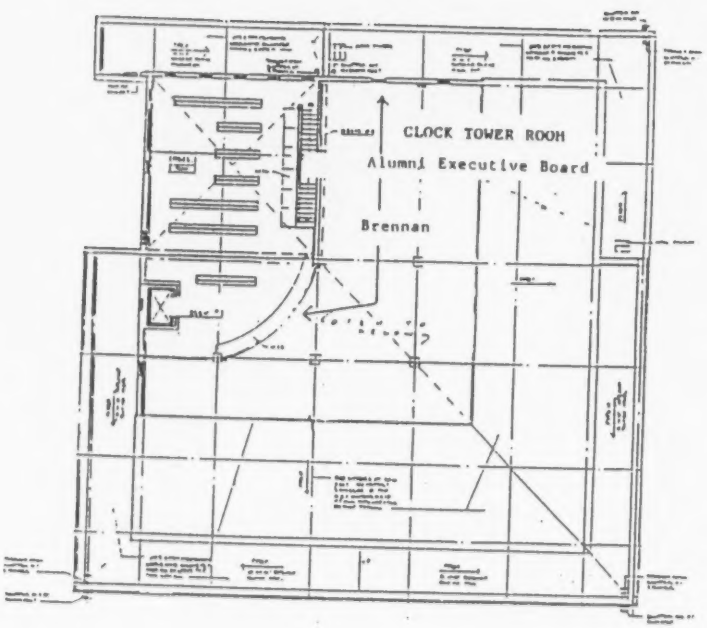
APPENDIX E

Floor Plans for the New
Hiram College Library
Level Four





LEVEL FOUR

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